

Таким образом, сотрудники кафедры обеспечивают реализацию практической направленности обучения, использование инновационных педагогических технологий, дистанционных форм обучения, дополнительное фармацевтическое образование, воспитание студентов и слушателей курса ФПК и ПК и научно-исследовательскую работу.

HOW ADEQUATE IS OUR CURRICULUM?

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Introduction of international education as a part of Bologna agreement implementation in our university caused series of serious challenges. Among different circumstances we have found that principles and methods of education we employ significantly differ from principles and methods commonly accepted in foreign educational establishments.

For example, the subject studied at our department called “General surgery” is limited to general questions of surgery but does not deal with applicable sub-subjects like principles of oncology, soft tissues diseases, diseases of abdominal wall and Herniology, breast pathology, etc. These problems are not covered by existing Ukrainian programs of preparation of physicians in the Department of General Surgery. In contrast, Indian system of medical education requires inclusion of these topics into General Surgery, considering them as a part of this discipline.

While preparing international students for the licensing examinations in their own countries we encountered the situation when knowledge and skills given at the department are useless whilst essential teaching was not provided. This found its expression in discouraging results of licensure examination following this year graduation of the group of Indian students.

Possible ways of solving this unpleasant situation include additional separate preparation training course for licensure examination in students' respective countries or changing the current curriculum. Making changes into current curriculum seems to have sense only in the situation is understood at the state level. However, there are no clear signs of intentions to modify current curriculum. Both the profiling departments at the medical universities and responsible authorities on the government level express little will towards changes in this direction. But there is no bad news without good news. Recent discussion in the medical faculty #3 resulted in a logical decision to accept copying of Indian self-assessment textbooks as a temporary measure in order to introduce questions and tests required by their educational curriculum into our university' working programs.

In our department we also provide additional time for the preparation for future examination in their homeland. This includes both practical skills and knowledge assessment but also working with online resources. Meanwhile, students are able to check their knowledge outside the classrooms in the wards and procedure rooms of our clinical department. Whilst being a temporary measure this approach can provide applicable results in terms of preparation of international students for licensure in their home countries. Anyway, changing of current curriculum and its coordination with international programs and schedules looks inevitable.